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ASSIGNMENT BOOKLET
SST2772 Social Studies 20-2
Module 1 Assignment

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SOCIAL STUDIES 20-2

Learn  veryWare

Nationalism



Module 1
Nations as the Foundation of Identity
Assignment Booklet

 envision

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1: Lesson 1	15	
Section 1: Lesson 3	20	
Section 2: Lesson 1	30	
Section 2: Lesson 2	25	
Section 2: Lesson 3	30	
Section 2: Lesson 4	20	
Section 2 Challenge	15	
Section 3: Lesson 1	28	
Section 3: Lesson 2	15	
Section 3 Challenge	30	
Module 1 Challenge to Take Action	10	
	238	

Teacher's Comments

Social Studies 20-2
 Module 1: Nations as the Foundation of Identity
 Assignment Booklet
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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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A New Anthem for Canada rubric follows the official English and French wording.

Official (English)	Official (French)
<p>O Canada! Our home and native land! True patriot love in all thy sons command. With glowing hearts we see thee rise, The True North strong and free! From far and wide, O Canada, We stand on guard for thee. God keep our land glorious and free! O Canada, we stand on guard for thee. O Canada, we stand on guard for thee.</p>	<p>Ô Canada! Terre de nos aïeux, Ton front est ceint de fleurons glorieux! Car ton bras sait porter l'épée, Il sait porter la croix! Ton histoire est une épopée Des plus brillants exploits. Et ta valeur, de foi trempée, Protégera nos foyers et nos droits Protégera nos foyers et nos droits.</p>

A New Anthem for Canada Rubric (15 marks)

Category	5	3	2
Content	The revised anthem has a clear theme or message throughout. It promotes a strong sense of shared identity.	The revised anthem has a consistent theme or message throughout. Some ideas are not fully developed, but a sense of shared identity is evident.	The revised anthem has an inconsistent or inappropriate theme or message. It fails to promote a shared sense of identity.
Creativity	The revised anthem shows a creative use of images and words to suggest what Canada means to the student.	The revised anthem shows limited creativity. There are some good ideas, but they are not fully developed.	The revised anthem shows little in the way of creativity.
Spelling, Grammar, and Mechanics	The work is free of spelling, grammar, and punctuation errors.	The work contains only a few spelling, grammar, or punctuation errors.	The work has many spelling, grammar, or punctuation errors.

MODULE 1: SECTION 1: LESSON 3

Canadian Symbols

20 marks

Answer the following questions. You will use these answers to help create a slide show about Canadian symbols.

1. When you think of Canadian symbols, what is the first thing you think of?

2. Why were the beaver and maple leaf chosen as symbols for Canada?

3. Are any of the traditional symbols still viable? Which ones?

4. Should images of famous Canadians (e.g., athletes, singers, actors . . .) and their accomplishments become symbols for Canada?

5. What images could be used to demonstrate Canada's rich, multicultural diversity?

6. What symbol could be used to represent the First Nations, Métis, and Inuit people? How?

7. What symbol should be used to remember Canada's early European settlers?

8. Are there symbols of other specific groups that should be used?

9. By what symbol should Canadian peacekeepers be remembered?

After answering these questions, your task is to create a slide show of no more than ten slides. In this presentation, you will identify at least eight symbols that you think represent Canada now.

In the slide show, explain each symbol's importance to Canada and tell why you think each example should be considered a symbol. Remember that the symbol should speak to all Canadians and include all Canadians!

The Canadian Symbols Slideshow Rubric follows.

Canadian Symbols Slideshow Rubric (20 Marks)

Category	5	3	2
Creativity	Several of the graphics or objects used in the slide show reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics or objects used in the slide show reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative.
Attention to Theme	The student gives a reasonable explanation of how every item in the slide show is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the slide show are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the slide show are related to the assigned theme.
Time and Effort	Much time and effort went into the planning and design of the slide show .	The student contributed adequate time and effort into the completion of this slide show.	The student contributed only the minimal time and effort necessary to complete this slide show.
Number of Items	The slide show includes from eight to ten slides.	The slide show includes from five to seven different slides.	The slide show includes only a few slides.

MODULE 1: SECTION 2: LESSON 1

The Seeds of Revolution

30 marks

Prepare a news documentary by gathering information about the day-to-day lives of French citizens during the time of Louis XIV. You are to explore each of the three estates—clergy, nobility, and commoners—and describe what life was like for these individuals. You may choose to do this as a blog or use voice thread.

And Now for the News. . .

Imagine yourself as a news reporter back in the time of the French Revolution. Your task is to report on human interest stories. You are to interview three people for this piece.

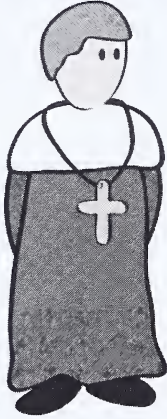
One person should be from each of the following groups—the clergy, nobility, and commoners. For each person, find out as much information as you can about their day-to-day lives and what some of their challenges were.

As this is an in-depth report, think of those questions that need to be answered. This is not a fluff piece but a hard-hitting interview. You need to focus your questions. The interview can be up to six-minutes long.

The Seeds of Revolution Rubric follows this assignment.

The Clergy

background information (name, age, and so on)



What questions would you ask?

1. _____

2. _____

3. _____

The Nobility

background information (name, title, age, and so on)




What questions would you ask?

1. _____

2. _____

3. _____

<p>The Commoners</p> <p>background information (name, education, age, size of family, and so on)</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>What questions would you ask?</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>
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The Seeds of Revolution Rubric (30 marks)

Category	5	3	2
Research	The student researched the subject thoroughly and integrated this material into the newscast.	The student researched the subject adequately and integrated much of the research into the newscast.	The student researched the subject briefly and integrated some of the research into the newscast.
Accuracy of Information and Authenticity	All supportive information is reported accurately and is presented in an authentic manner.	Almost all information is reported accurately and is presented in a believable manner.	The information may lack accuracy and /or is presented in an imprecise way.
Speaks Clearly	The student speaks clearly and distinctly all of the time and mispronounces few words.	The student speaks clearly and distinctly most of the time but mispronounces some words.	The student speaks clearly and distinctly for the most part but mispronounces many words.
Enthusiasm	The student's facial expressions and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	The student's facial expressions and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is somewhat overdone.	The student's facial expressions and body language show some interest and enthusiasm about the topic throughout the newscast.

Point of View—Purpose	The newscast establishes a purpose at the beginning and maintains that focus throughout. It is a cohesive newscast.	The newscast establishes a purpose at the beginning but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.
Duration of Presentation	The newscast is between five and six minutes long and does not seem hurried or too slow.	The newscast is between three and four minutes long but seems SLIGHTLY hurried or too slow.	The newscast is less than three minutes but seems VERY hurried or too slow.

MODULE 1: SECTION 2: LESSON 2

What I Really Wanted

25 marks

When Louis XIV called the meeting of the Estates General in 1689, people from across France began discussing and writing their list of complaints. Commoners, as well as the clergy, the bourgeoisie (middle class), and the nobles all prepared lists. These lists, called cahiers, represented their hopes and dreams for the future.

Your task is to create a graphic organizer to show the issues for each of the four groups and to note how these complaints represented their hopes for the future. You may use your textbook, library resources, and the Internet to gather information for this assignment. Place a copy of your graphic organizer in your portfolio when you are finished.

A marking rubric follows.

What I Really Wanted Rubric (25 marks)

Category	5	3	2
Arrangement of Concepts	The main idea is easily identified, and the minor points branch from the main idea.	The main idea is easily identified. Most minor points branch from the main idea.	The main idea is not clearly identified. Minor points don't consistently branch from the main idea.
Links and Linking Lines	Word links provide a clear and accurate description of the relationship between concepts/ideas.	Word links provide a reasonably clear and accurate description of the relationship between concepts/ideas.	Word links provide some clarity with respect to the relationships between concepts/ideas.
Graphics	Graphics are used appropriately and greatly enhance the topic.	Graphics are used appropriately most of the time and most graphics selected enhance the topic.	Graphics are used inappropriately and/or excessively and detract from the topic.

Content	The content reflects essential information, is logically arranged, and there are no misspellings or grammatical errors.	The content reflects most of the essential information; is generally logically arranged; and there are few misspellings or grammatical errors.	The content contains irrelevant information, is not logically arranged, and it contains numerous spelling and grammatical errors.
Design	There is a clean design with high visual appeal. Colour is used effectively for emphasis.	The design is fairly clean, with a few exceptions. The diagram has visual appeal. Colour is used effectively most of the time.	There is a cluttered design with low visual appeal. The choice of colours lacks visual appeal and impedes comprehension.
Duration of Presentation	The newscast is between five and six minutes long and does not seem hurried or too slow.	The newscast is between three and four minutes long but seems SLIGHTLY hurried or too slow.	The newscast is less than three minutes but seems VERY hurried or too slow.

MODULE 1: SECTION 2: LESSON 3

French Revolution Timeline

30 marks

Your task is to create a timeline which includes the key events in the development of nationalism during the French Revolution. You may use any software that you wish to set up the timeline, but first check with your teacher.

You will need to set up a free account using an e-mail address and password. During the set-up, you will invite your teacher to view your timeline by inserting your teacher's e-mail address in the "friends" box at the bottom of the set-up page. You can even add pictures or hyperlinks to your timeline! You will be assessed with the use of this rubric.

French Revolution Timeline Rubric

Category	5	3	2
Title	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has a title that accurately describes the material and is easy to locate.	The title is missing or difficult to locate.
Content/Facts	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	Dates are inaccurate and/or missing for several events.

Visually Appealing	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is difficult to read.
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and are mostly correct.	There are many spelling and capitalization errors.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without reading it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without reading it and can quickly determine which of two events occurred first.	The student cannot use the timeline effectively to describe events or compare events.

MODULE 1: SECTION 2: LESSON 4

What Do the French and First Peoples Want?

20 marks

Since the time of Confederation, the government of Canada has wanted to unite French and English people and, more recently, the First Peoples.

What do French and First Peoples want from Canada? The Québécois say that they want the rest of Canada to see them as a distinct nation, while First Peoples want Canada to recognize their sovereignty. In this assignment you are going to gather information on both of these groups. This chart will give you direction on what the central issue is.

While listening or watching each of the following news clips from the CBC archives, ask yourself: How would I feel if this was me? Think about the types of emotion you would be feeling. Would you be angry? If so, why?

These are the news clips:

- “Our home and native land?”
- “Parlez-vous Francais?”
- “Being French in English Canada”

After listening to these news clips, what surprised you the most? Did you walk away with a better understanding of what the issues are?

1. What surprised me the most about these news clips was these three things.

There is more room for your response on the next page.

MODULE 1: SECTION 2 CHALLENGE**How We Got Here!**

Your task will be to gather information to complete the following retrieval chart. You may use the Internet, library resources, or your textbook to assist in completing this Comparing the American Revolution with Canadian Confederation.

Retrieval Chart for How We Got Here!

Comparing the American Revolution with Canadian Confederation (10 marks)		
Topic	The Americans	The Canadians
What did each group want?		
Who were the oppressors?		

What were methods of gaining freedom?		
What were roadblocks?		
What were the outcomes?		

Once the retrieval chart is completed, write a one-page response to the following question: “How has the process of becoming a nation affected Canada’s identity?” Your response will be evaluated on the basis of the following rubric.

How Has the Process of Becoming a Nation Affected Canada’s Identity? (15 marks for this rubric)

Category	5	3	2
Exploration of Issue and Defence of Position (x2)	The student provides a thoughtful exploration of the issue and defends the position with two or more well-founded	The student provides a straightforward exploration of the issue and defends the position with one or more suitable arguments.	The student provides a limited exploration of the issue. Arguments or evidence are inadequately developed and may not

	arguments supported by concrete evidence.	Evidence is appropriate but may not be directly related to the argument.	support the position.
Spelling, Grammar, and Mechanics	The student writes convincingly and effectively with negligible errors.	The student writes satisfactorily with few errors that do not detract from communication.	The student writes unclearly. The many spelling, grammar, or punctuation errors detract from communication.

Submit your completed retrieval chart and one-page written response for evaluation and place a copy in your portfolio.

MODULE 1: SECTION 3: LESSON 1

Hockey Logo

8 marks

Answer the following questions.

1. What is the central issue in this news article?

2. What is COCs reasoning for this action?

3. What does the logo mean to Team Canada and the NHL players?

4. Would you expect these people to be loyal to a logo?

What Are My Loyalties?

20 marks

Your task is to create a dialogue between three students about what their loyalties are. Then enter this dialogue onto the space provided.

A rubric follows the answer box.



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These three students are discussing loyalties.

Three students are sitting on the stairs after their Social Studies 20-2 class, and they are wondering about their latest assignment.

“Hey Seena, what did Mr. T. mean when he was talking about if each of us had different loyalties?” asks Curtis.

“Yeah!” exclaims Seena. “We are all Canadians after all, and we should have the same loyalties. Shouldn’t we?”

What Are My Loyalties? (20 marks for this rubric)

Category	5	3	2
Understanding of Loyalties (X2)	A comprehensive understanding of loyalties is evident. There is a clear indication of the variety of factors that contribute to both individual and collective loyalties. Examples presented illustrate the difficulties that can result from competing loyalties.	A satisfactory understanding of loyalties is evident. There is recognition that a variety of factors contribute to both individual and collective loyalties. Examples presented illustrate that competing loyalties can be difficult to reconcile.	A limited understanding of loyalties is evident. There is recognition that a variety of factors contribute to loyalties although there may be some confusion about the difference between individual and collective loyalties. Examples presented illustrate that competing loyalties exist.
Effective Communication (X2)	The dialogue is clear, concise, and captures the reader's interest. The choice of language is precise and the lack of grammatical, spelling, and punctuation errors contributes to a clear message.	The dialogue is conventional, to the point, and is of some interest to the reader. The choice of language is appropriate and the writing is relatively free of grammatical, spelling, and punctuation errors.	The dialogue is limited, imprecise, or unclear. It does not compel the reader's attention. The choice of language and grammatical, spelling, and punctuation errors detract from the message.

MODULE 1: SECTION 3: LESSON 2

Nationalist and Non-Nationalist Loyalties

15 marks

While reading Chapter 4 of *Understanding Nationalism*, answer the following questions. Use complete sentences. For each reading, you will receive two marks for explaining why the information is important and one mark for identifying the “Really Big Idea” that you have learned.

Loyalties			
Page Number	Quote/Keywords from Textbook	Why Is This Important (Key Idea)?	The Really Big Ideas I've Learned . . .
89	At what point do you think the violence could have been avoided? Why?		
90	Many people think that Ireland should unite. But the question is, should it be decided along religious loyalties?		

91 and 92	Do you believe that the National Energy Program created competing loyalties for Albertans and Canadians?		
96 and 97	What messages does Governor General Michaëlle Jean's Coat of Arms send to Canadians? Is this symbol an appropriate one for a Governor General in the twenty-first century?		

98 to 100	<p>What was Brown Trickey trying to reconcile?</p> <p>How might the experiences in Little Rock contribute to her interest in the rights of Aboriginal people?</p>		
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MODULE 1: SECTION 3 CHALLENGE

Redesigning Canada's Coat of Arms

Your task: Redesign the Canadian Coat of Arms to represent your view of the ideal balance of nationalist and non-nationalist loyalties. Remember that you are trying to answer the related issue question for this module: To what extent should nation be the foundation of identity?

Your completed "Coat of Arms" assignment should include your redesign of the Canadian Coat of Arms. Remember to create symbols that illustrate your understanding of collective identity, nationalism, and non-nationalist loyalties. If you decide that non-nationalist loyalties should not play a role in your redesign, then you need to have symbols to reflect this opinion. You may present your redesigned coat of arms as a computer generated graphic, or it can be hand drawn. (Please discuss the format with your teacher.)

To get some ideas, you might want to check out The Royal Heraldry Society of Canada and/or design companies.

Royal Heraldry Society of Canada

© The Royal Heraldry Society of Canada (RHSC)

Further Hints for Your Redesign of the Canadian Coat of Arms

Step 1

Choose a style of shield for the base of your coat of arms. You must also decide if you will divide your shield. Common divisions include two sections with a vertical or horizontal line in the centre. You can use a quad design to create squares separated by a cross or triangles divided by an X across the shield.

Step 2

Pick two main colours for your coat of arms. You can use the heraldic meaning for colour, or you can pick your two favourite colours. Typical colours for a coat of arms are gold, silver, red, blue, green, black, purple, orange, and maroon.

Step 3

Choose symbols to represent Canada's nationalist and/or non-nationalist loyalties. Most symbols have a historic meaning assigned in heraldry and include symbols for animals, tools, or weapons. You can choose one main symbol or a different symbol for each division on your coat of arms. *Sometimes one symbol can be used to represent a group of things. For example, one symbol might be used to represent the freedom Canada allows for all religions under the *Charter of Rights and Freedoms*.

Step 4

1. Add a motto, which is generally displayed on a curled ribbon drawn above or below the shield.

The Canadian motto in Latin is “A Mari usque ad Mare” (From sea to sea). It is based on Psalm 72:8 (biblical scripture): “He shall have dominion from sea to sea and from the river unto the ends of the earth.” Also, a ribbon with the motto of the Order of Canada is used: “Desiderantes Meliorem Patriam” (They desire a better country, from Hebrews 11:16).

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2. A motto (short sentence) summarizing your beliefs about Canada in a nutshell (this should be part of your graphic).
3. A paragraph (or two) describing the reasons why you chose the symbols you used and why certain symbols have greater prominence than others. In a second paragraph, write an explanation of what the finished product means in terms of nationality for the country.
4. Complete and submit both the “Creative Presentation Rubric” and the “Coat of Arms Written Paragraph Rubric.”
5. Save your assignment as: ***yournamecoatofarms*** (insert your name where it says yourname). This is a modified version of the inquiry process template tailored specifically for this assignment. The times suggested for each phase are merely suggestions. The time will vary from person to person.

Phase 1—Planning (approximately 30 minutes)

- Map out a timeline for this assignment. When is it due? At what point do you want to have all your symbols collected? How long do you need to create the graphic portion of this assignment?
- Decide what format you will use for your coat of arms. You may create:
 - a computer-generated graphic
 - a collage
 - a drawing or painting
 - a combination of formats
 - a creation all your own

- Peruse the “Creative Presentation Rubric” and the “Coat of Arms Written Paragraph Rubric” before you begin to get a sense of how you will be evaluated for the coat of arms and written portion of this assignment.

Creative Presentation Rubric

Scoring Criteria: Critical Challenge (15 marks)

	5 Excellent	4 Proficient	3 Satisfactory	2 Limited	Comments
Explores the Concept	provides a thorough exploration	provides a clear and concise exploration	provides a straightforward exploration	provides a simple exploration	
Communicates Point of View	communicates persuasively engages the audience passionately makes highly effective use of the medium	communicates convincingly engages the audience successfully makes effective use of the medium	communicates conventionally engages the audience generally makes satisfactory use of the medium	communicates tentatively engages the audience occasionally makes some use of the medium	
Quality of Presentation	creates a powerful and convincing presentation, free of errors	creates a clear and fluent presentation, with few errors	creates an adequate, conventional presentation, with some errors.	creates a simple presentation, with numerous errors	

Coat of Arms Written Paragraph Rubric

Scoring Criteria: Critical Challenge (15 marks)

Your Written Description *will be marked according to the following criteria:*

	Thinking Skills <i>The student . . .</i>
9-10 Excellent	<ul style="list-style-type: none"> demonstrated all requirements, in some depth, why he/she chose the various symbols and why certain symbols have greater prominence than others

	<ul style="list-style-type: none"> demonstrates a strong understanding of the issue question
7-8 Proficient	<ul style="list-style-type: none"> All requirements are included, why he/she chose the various symbols and why certain symbols have greater prominence than others. demonstrates a solid understanding of the issue question
5-6 Satisfactory	<ul style="list-style-type: none"> Most of the requirements, why he/she chose the various symbols and why certain symbols have greater prominence than others. demonstrates an acceptable understanding of the issue question
3-4 Limited	<ul style="list-style-type: none"> Missing key requirements, why he/she chose the various symbols and why certain symbols have greater prominence than others. demonstrates some understanding of the issue question
Writing Skills	
<i>The student . . .</i>	
5 Excellent	<ul style="list-style-type: none"> writes convincingly with strong and controlled use of vocabulary writes accurately with very few errors
4 Proficient	<ul style="list-style-type: none"> writes competently with good use of vocabulary writes accurately with relatively few errors
3 Satisfactory	<ul style="list-style-type: none"> writes satisfactorily with straightforward use of vocabulary writes accurately with some errors
2 Limited	<ul style="list-style-type: none"> writes in a confused manner with weak use of vocabulary writes poorly with numerous errors

Phase 2—Retrieving (2 hours)

- Write down (or sketch) a list of nationalist and non-nationalist symbols that you want to include in your coat of arms. If you surf blindly for symbols without a plan, the searching process will take much longer.
- Copy and paste the symbols into your portfolio.
- You may find it helpful to fill in the identity chart for ideas that you may want to represent symbolically in your coat of arms.
- You may also want to review the section covered in this course on nationalist and non-nationalist loyalties.

Phase 3—Processing (1 hour)

Re-evaluate the list of symbols you created in the retrieval process. Which of these symbols are most important to you? Do the symbols represent the meanings you want them to?

Consider carefully not only what symbols you will include but also how you will balance those symbols. If you believe that the foundation of identity is largely determined by the concept of the nation, then nationalist symbols will feature prominently (by their size and location) in your coat of arms. If you believe that the foundation of identity is not determined by the concept of nation, then non-nationalist symbols will be dominant in your coat of arms. Decide where you stand on this spectrum, and make sure your coat of arms reflects this position.

Phase 4—Creating (3 to 4 hours)

In the format of your choice, create your coat of arms. Remember to include the following items:

1. Symbols of nationalist and/of non-nationalist loyalties that make up Canadian identity.
2. A motto (short sentence) summarizing your beliefs about Canada in a nutshell (this should be part of your graphic)
3. A written* description of each symbol you used explaining
 - what the symbol is
 - why you chose that particular symbol
 - its prominence (How that particular symbol answers the question, “to what extent should nation be the foundation of identity?”)

*This written portion of the assignment may be in a separate document.

Phase 5—Sharing (5 to 10 minutes)

Upload your assignment (the coat of arms and the written description) to the appropriate drop box.

Phase 6—Evaluating (30 minutes)

Self-assess your work using the rubrics provided: Creative Presentation Rubric and Coat of Arms Written Paragraph Rubric. Please complete and hand in the work to your teacher.

Phase 7—Reflecting (15 minutes)

Consider what worked and what didn't work for you in this assignment. If you were to do it all over again, what would you do differently? What questions still remain about the connection between nation and identity?

MODULE 1 CHALLENGE TO TAKE ACTION

Awareness of Nationalism

Informing Yourself

Research how individuals within your community promote their identity through nationalism:

- Develop an awareness of how individuals and groups in your community promote their identities through nationalism.
- To what organizations or associations do groups or people belong to help promote their unique identities?
- In your notebook, list the name of the association or organization, its objectives, and activities which they are involved in.
- Tell three people about the research you have done on associations, and add how the organizations promote their unique identities.

Engaging Yourself

Throughout your community there are groups which promote their own identities. Take part in one of these events:

- Participate in an activity that promotes the nationalism of a nation. This may take on many different forms and may be either political or social in nature.
- In the daily city newspaper or in your weekly community newspaper, there is usually a section devoted to upcoming events. For example, the Friday Edmonton Journal has a section on suggestions for what to do on the weekend.
- TV channels often promote community news. Check the listings and find out what is being planned.
- Visit the website or gain other information from your local museum for a list of its exhibits that focus on historical, cultural, and social expressions of nation.
- Throughout the year, various cultural groups plan fairs, parades, and events to showcase their distinct cultures. Examples are Chinese New Year and Cari-West: Edmonton's Caribbean Arts Festival.
- From time to time, local cultural groups plan protests to bring awareness to issues confronting people in their homeland. Watch or read the local news for possible information.
- Share your experiences with your teacher. There are many ways and means to pass on this information. (What was the activity that you attended? Which nation did it represent? What did you learn about the group that surprised you?)

Taking Action

Research a problem that members of a particular group might have. Initiate a plan of action to assist the group with its dilemma

This is an example of a possible school scenario.

- Identify a loyalty issue that challenges the unity of students in the school. (An example is cafeteria seating areas in a Grade 9 to 12 school—the youngest students often feel displaced.)
- Create a plan of action to resolve the issue. (How can we open the cafeteria up so that students from all grades may interact?)
- In the action plan, list the steps you would take to inform others of your goal.
- Who do you need to speak to about this issue?
- List three outcomes that you would like to see come from this plan.
- Submit your action plan to your teacher.

Scoring Criteria: Challenge to Take Action (10 marks)

	Commendable Action (5)	Sufficient Action (3)	Limited Action (1)
Exploration	Innovative: The student demonstrates a thorough understanding of issues related to the relationship between nation, nationalism, and identity.	Discernible: The student demonstrates a sufficient understanding of issues related to the relationship between nation, nationalism, and identity.	Limited: The student demonstrates a limited understanding of issues related to the relationship between nation, nationalism, and identity.
	The student displays all of the following qualities. <ul style="list-style-type: none"> • a sense of nation being shaped by specific factors • a shared collective consciousness and internalized feelings of belonging to a nation • development of nationalism has similarities and differences 	The student displays two of the following qualities. <ul style="list-style-type: none"> • a sense of nation being shaped by specific factors • a shared collective consciousness and internalized feelings of belonging to a nation • development of nationalism has similarities and differences 	The student displays a limited understanding of the following qualities. <ul style="list-style-type: none"> • a sense of nation being shaped by specific factors • a shared collective consciousness and internalized feelings of belonging to a nation • development of nationalism has similarities and differences
	Commendable Action (5)	Sufficient Action (3)	Limited Action (1)
Participation	The student has motivated interests in issues related to nation, nationalism, and identity.	The student has sufficient interests in issues related to nation, nationalism, and identity.	The student has limited interests in issues related to nation, nationalism, and identity.